

Reading – Informational Text (RI)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

By the end of fifth grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

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Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.
2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.
2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.
2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	3.1 Students are expected to build upon and continue applying previous learning.
3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.		
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.		
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.		
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.		
3.6 Read grade-appropriate irregularly spelled words.	3.6 Students are expected to build upon and continue applying previous learning.	

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Students are expected to build upon and continue applying previous learning. Grade 1 Read grade-level text with purpose and understanding.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Students are expected to build upon and continue applying previous learning.
4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

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Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE THREE	GRADE FOUR	GRADE FIVE
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately from a text to analyze meaning in and beyond the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>		

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize a text with two or more central ideas; cite key supporting details.
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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
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Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

GRADE THREE	GRADE FOUR	GRADE FIVE
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	8.1 Determine how the author uses words and phrases to shape and clarify meaning.	8.1 Analyze how the author uses words and phrases to shape and clarify meaning.
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

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Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use paragraph-level context to determine the meaning of words and phrases.	9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.
9.2 Determine the meaning of a word when an affix is added to a base word.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
<i>9.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.		
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	<i>9.4 Students are expected to build upon and continue applying previous learning.</i>	
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	<i>9.5 Students are expected to build upon and continue applying previous learning.</i>

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 State the author's purpose; distinguish one's own perspective from that of the author.	10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	10.1 Compare and contrast a primary and secondary account of the same event or topic.
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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.
11.2 Describe the structures an author uses to support specific points.	11.2 Explain how an author uses reasons and evidence to support particular points.	11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

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Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

GRADE THREE	GRADE FOUR	GRADE FIVE
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.